

‘What does Internationalisation really mean? - Developing an International Strategy’

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Format for this morning

- What is internationalisation?
- What are the current trends around the globe?
- What is a strategy and do you need one? On country and/or institutional level?
- What are the actions that could be taken?



Lay out of the afternoon workshop

- Short introduction to strategic planning
- Introduce and use some tools – SWOT – Stakeholder analysis – Goals & Objectives
- Next steps to get to a SIP

For who?

- Meant for Head of IO/ Strategy department/ Policy advisor etc.



How would you define internationalisation?



Various Interpretations, Classifications and Models

- Internationalisation vs Globalisation (van Vugt)
- Internationalisation of the Curriculum and Internationalisation at Home (Beelen, 2007)
- Comprehensive Internationalisation (Hudzik 2010)
- Focus on intercultural, international and global competences (Deardorff, 2006)
-



Globalisation and Internationalisation

Van Vught, van der Wende, and Westerheijden make a distinction between globalization and internationalization:

“In terms of both practice and perceptions, **internationalization** is closer to the well-established tradition of international *cooperation* and *mobility* and to *the core values of quality and excellence*, whereas **globalization** refers more to *competition*, pushing the concept of higher education as a *tradable commodity* and *challenging the concept of higher education as a public good*.”



Most common used definition

From Jane Knight (2003 and later)

- Internationalisation of HE is
the (*change*) process
of integrating
an international, intercultural, and/or global dimension
into purpose, functions, teaching/learning, research,
service delivery
of higher education/tertiary education
at institutional, regional, national, international level



Why internationalise?



Rationales: the why (IAU 4th Global Survey)

- Improved preparedness of students
- Internationalise a quality curriculum
- Enhance an international profile of institution
- Strengthen research and knowledge production
- Broaden and diversify source of students



What does it bring the institution? WIIFM?



Benefits

- International awareness students
- Research and knowledge
- International cooperation
- International prestige
- Internationalisation of curriculum
- Better quality, better graduates, happier employers

Is there actual proof for it?



Consequences

- Brain drain
- Emphasis on branding profile and status building (instead of capacity building)
- Commercialisation and competitiveness
- Diploma and accreditation mills
- Diversity of providers – rogue and bona fide
- Homogenisation and standardisation
- Commoditisation and tradable service



Myths

- International students are primarily recruited as agents of internationalization: ‘they are not fully integrated, for income generation, for brain race’
- Being international is a proxy for quality
- As much as international institutional agreements
- International (foreign) accreditation assure and represent the quality of internationalization
- Global position and branding is the goal of an international strategy



Truths

- Internationalisation recognizes and builds on local, national, regional, cultural dimension and context
- One size does not fit all
- Internationalisation is a transformative and inclusive *process*
- Internationalisation is not an end into itself, it is a *means* to an end
- Internationalisation and globalisation are different processes but are embedded.



Global Trends



What are the current trends in HE?



Global trends in International Higher Education



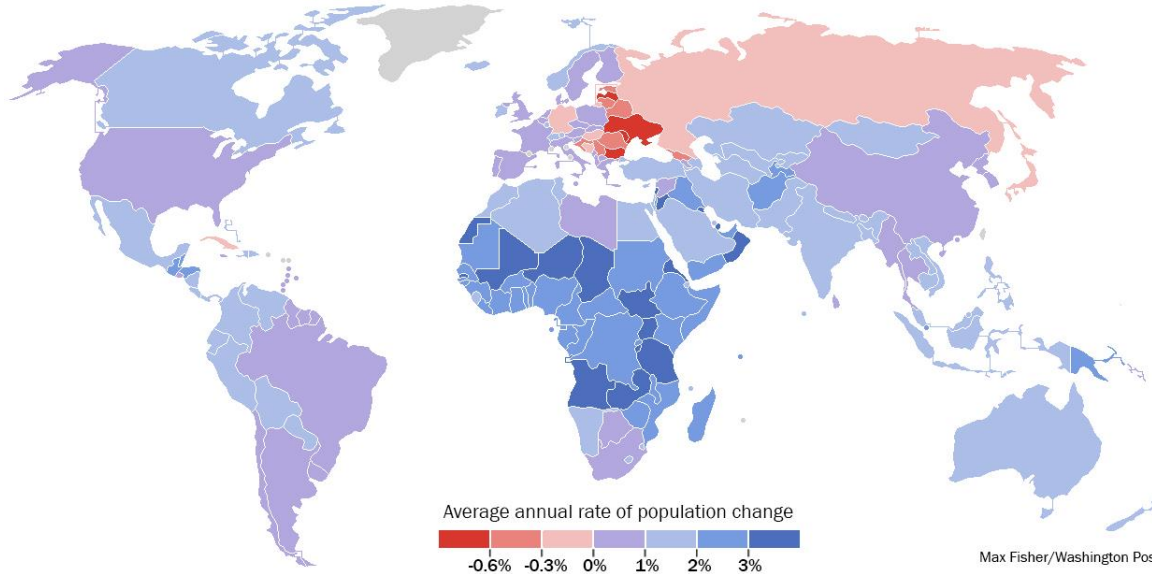
The trends

1. Changing global demographics
2. Increasing global student mobility
3. Higher education as a global market
4. Changing role of governments
5. Non traditional models in IHE
6. Strategic alliances, partnerships and networks
7. Demand from employers

Sources; David Stockley (2011), University of Oxford International Strategy Office (2015)



1. Changing global demographics



Declining birth rates in high income countries

Population growth is mainly in Africa and Asia

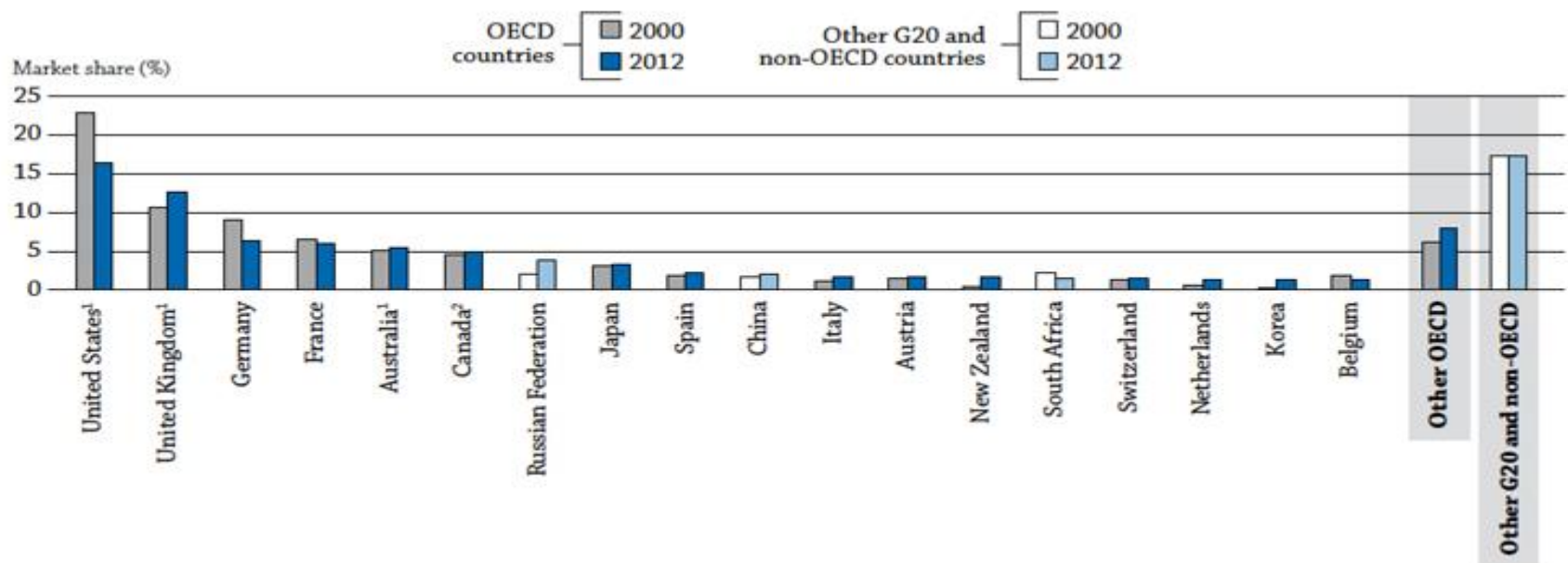
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Labour shortage in “the West”



2. Increasing global student mobility

- ✓ Over 5 million students studying abroad in 2014 (OECD 2015 report)
- ✓ If the growth of the 2006-2012 period is extrapolated till 2025 the number would rise above 9 million by 2025 (65% of these students come from Asia)



3. Higher education as a global market

- ✓ Global demand for higher education exceeds availability
- ✓ Implementation of tuition fees
- ✓ Student as customer
- ✓ HE as an industry - service oriented
- ✓ Increasing importance of rankings and branding
- ✓ English as the international HE language



4. Changing role of governments

- ✓ Declining funding - the user pays
- ✓ Privatisation and private equity growth in higher education
- ✓ The benefits of internationalisation are increasingly clear to governments (and employers) - HEIs are pushed
- ✓ Populism in certain countries



5. Non-traditional modes in IHE



- ✓ Offshore teaching, in non traditional countries
- ✓ Introduction of online delivery, online teaching, MOOCs – blended learning
- ✓ Different models of mobility

6. Strategic alliances, partnerships and networks

- ✓ Research within institutions requires to work jointly with partners on a topic
- ✓ International partnerships are 'beyond student mobility.'
- ✓ You are as strong as your partners



7. Demand from employers



- ✓ Value of international experience for employability is increasing according to and proven by research
- ✓ Not only academic skills – transversal skills

Are these trends truly Global Trends?

- ✓ Can you copy a SIP from a university from the USA? From an Australian university? An African one?



Europe



- ✓ Less public funding – introduction of tuition fees
- ✓ HE is a global market (source of income) and institutions try to attract students
- ✓ Receiving and sending countries
- ✓ Inter EU mobility main focus South to North & East to West
- ✓ English is becoming dominant language



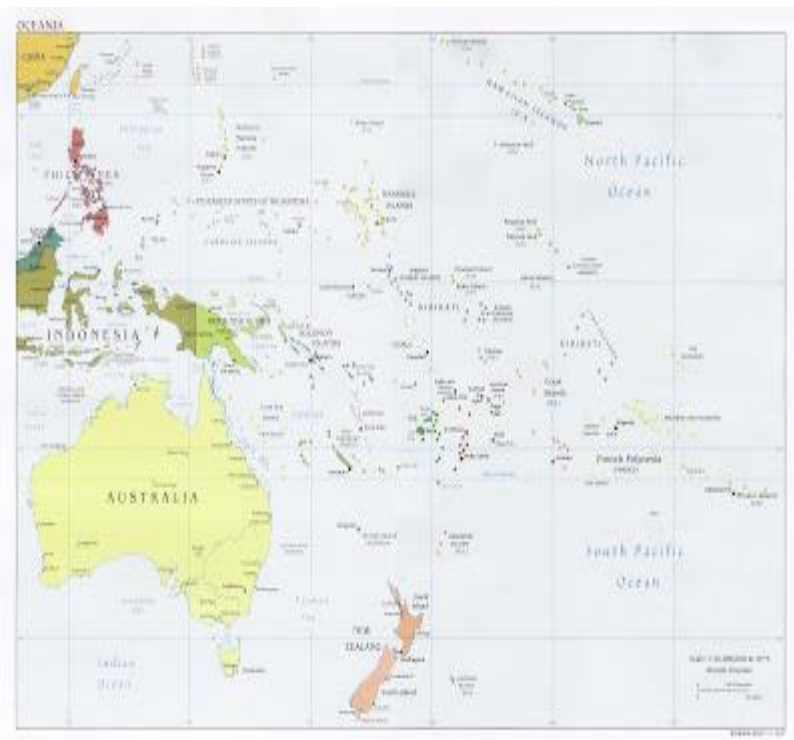
North America



- ✓ Decline of the dominant position of the USA as destination for students, losing students to (mainly) Europe
- ✓ Relatively few outgoing students, students that do go about half go on short programs (week/month long excursions) or summer schools
- ✓ Strong research orientation
- ✓ Huge difference between institutions



Oceania



- ✓ Australia vs. the rest of the region
- ✓ From competition to cooperation
- ✓ Some movement away from the commercial model and more interest in the concept of 'comprehensive internationalisation'
- ✓ Growing focus on the Pacific Rim and Asia and away from Europe.



South America



- ✓ Huge investments in scholarship programs (Chili, Colombia, Ecuador)
- ✓ Focus on training of staff/students through Study Abroad.
- ✓ More private investment in Higher Education
- ✓ Main focus of student mobility is to North America, but the EU is growing



Asia



- ✓ Governments are spending more on Higher Education, still capacity shortage
- ✓ Japan, South Korea and Malaysia have an aging population and they are trying to attract students and send their students out on exchange
- ✓ China aims to get cooperation based on equality and not brain drain
- ✓ Main focus of student mobility is to North America, UK and Australia, but the EU is growing.



Africa



- ✓ The 17.5% of the total government expenditure spend on Education is highest of the world (12,2% in North America and Western Europe).
- ✓ Ongoing Brain drain, not only to Europe, also a brain drain in Africa
- ✓ Increasing number of people going to Gulf countries



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Issue 00268

21 April 2013

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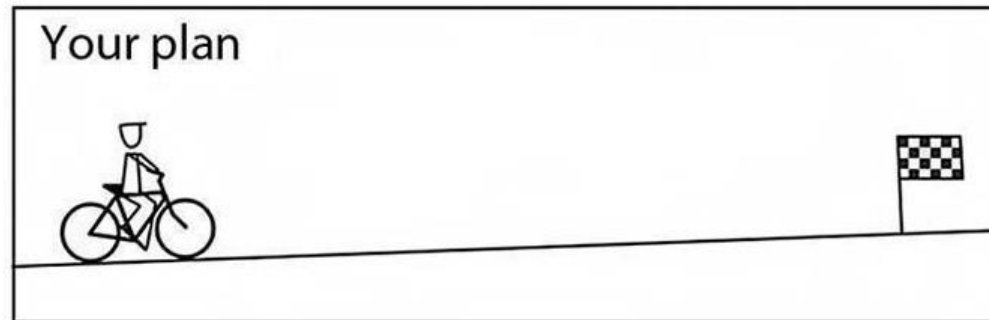
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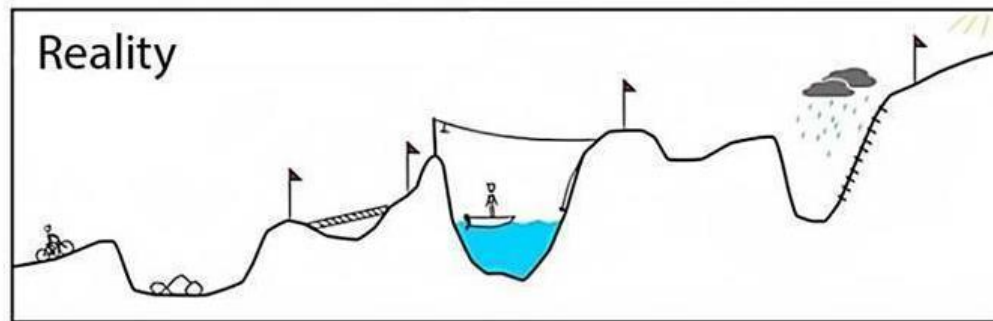
 OECD



Strategic planning



Implementation of Strategy



What is strategic planning?

It is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue it.

A strategy describes how the ends (goals) will be achieved by the means (resources).



Strategic International Plan

- A Strategy is needed to make things happen, but implementation is key!
- Separate or included in the overall plan



Strategic planning – different steps

- Create *awareness, mission and vision*
- Diagnosis: SWOT, SOAR, PELSE, Stakeholder analyses
- From there Overall Strategic Issues
- Formulate Goals, Actions and KPI's
- Include ways to Communication and define right Timeline
- Include monitoring of progress, re-evaluate and correct



Integrated approach

1 Rationale & Strategy for Internationalisation

- An integrated policy or **strategy** for internationalisation is necessary
- Linked to the mission and vision of the institution
- Based on the international, national, region and local (cultural) context
- Transparent communication with all layers of the institution is crucial



Integrated approach

2 Governance & leadership

- Leadership of the institution/school must be the ambassador
- Integrated in all domains and activities of the institution (HR, Finance, Facilities, IT etc)

3 Internationalisation of the curricula

- Real internationalisation of the curricula is more than just teaching in the non-native language (mostly English)



Integrated approach

4 Imbedded in the campus culture

- What culture can you sense on campus?
- What resistance will there be?

5 Imbedded in all layers of services

- HR-policy, facilities, student services etc
- Student and staff centricity



Integrated approach

Some examples from Tilburg University

- Language Policy
- Inclusive HR-policy
- Catering
- Welcome week for all students
- English taught programmes only?



Integrated approach

6 Resources follow strategy

- Put money where your mouth is

7 Implementation & Monitoring

- Accept differences per school, year, location
- Find the right ambassadors along the process
- Allow to make failures
- Make one team/director responsible with decision making power



Components – actions - in the SIP

- Mobility – student, staff (all!), internship
- Curriculum Development – JP- DD
- Recruitment of International staff and students
- Discussion on
 - Language Policy
 - Tuition fees
 - Services for all
 - Marketing and Admission
- Research cooperation



Vision

Society is changing at an unparalleled pace. The human and social sciences empower people to understand the challenges of globalization, digitalization, pluralism, and sustainability; to reflect critically upon our values and practices; and to contribute to meaningful solutions.

Mission

Tilburg University strives to advance society by deepening understanding. Our students develop the knowledge, skills and character needed to confront today's challenges. Connected to society, we engage in excellent research for the sake of 'the good life' for all.

Ambition

Tilburg University is science-driven and student-centered. We aim to educate fine young people as responsible and entrepreneurial thinkers, prepared to lead society into a new era. Our research should be recognizable for its quality, integrity, and impact on society.

Strategy

Education: Tilburg University offers excellent, innovative education aimed at preparing students to become future leaders by focusing on knowledge, skills, and character building.

Research: Tilburg University excels in both mono- and multidisciplinary research.

Impact: Tilburg University aspires to advance society by expanding regional cooperation and by focusing on the three Strategic Innovation Themes which increase the visibility of Tilburg University's societal impact.

Profile: Tilburg University aims to strengthen and broaden its profile as a branded, international, student-centric, human and social sciences university, with excellent and highly-visible education, research, and impact on society.

Growth: Tilburg University aims to become a mid-sized university through controlled growth, with excellence and quality as prerequisites.

Location: The campus is the living heart of the Tilburg University community, complemented by a limited number of strategically chosen additional locations.

Culture: Tilburg University has an open and diversified culture of excellence which is based on trust, connection, inclusivity, and joint responsibility for the University as a whole.

Governance: Tilburg University's governance will be adjusted to enhance further growth: the Executive Board and the Deans together form the University's leadership. They work together in developing new initiatives and realizing joint strategic ambitions.

Operational Excellence: Tilburg University operates on the principle of student centrality. The University Services partner with the schools to provide excellent support.

Objectives

Education

1. Implement the Tilburg University Education Vision and Profile in all BSc programs
2. Develop and implement the Digital Education Enhancement Program (DEEP)
3. Increase the quality of education and teaching staff through University Teaching Qualification (UTQ) and Senior Teaching Qualification (STQ)
4. Develop executive education and life-long learning

Research

5. Increase cooperation in (inter)national research consortia
6. Develop activities to stimulate Open Science

Impact

7. Stimulate the coherence and cooperation amongst the research programs and increase the visibility of our societal impact.
8. Stimulate the cooperation with partners in order to advance society.

Growth

9. Increase the total student population by 1,000 a year
10. Increase flow of funds (1st, 2nd, 3rd and 4th)

Location

11. Develop/strengthen our living campus

Governance and Culture

12. Diversity and inclusivity aim at greater gender equality and the integration of international and Dutch faculty and students of Tilburg University
13. Implement a leadership competence development program

Operational Excellence

14. Make sustainability and Corporate Social Responsibility a focal point for Tilburg University
15. Implement the Internationalization Strategy

Questions - Discussion



Thank you

More information

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